

## 3REALMATES PROJECT PRESENTATION MARKING CRITERIA

Category	1	2	3	4
<b>Originality</b>	The presenter was unenthusiastic; the audience's attention showed disinterest and the purpose for the presentation was not achieved.	The presenter was somewhat enthusiastic and kept the audience's attention for the most part. The purpose of the presentation was mainly achieved.	The presenter kept the attention of the audience the whole time and the purpose of the presentation was achieved.	The presenter sustained the interest of the audience in clever and innovative ways and achieved the purpose of the presentation.
<b>Structure</b>	Presenter did not give a clear and concise introduction of the topic. The flow of the presentation was unclear and confusing to follow.	Presenter gave a clear introduction of the topic, but the presentation was somewhat unclear. For the most part, it was somewhat confusing to follow.	Presenter gave a clear and concise introduction of the topic. The flow of the presentation was clear and concise and easy to follow.	The introduction and actual presentation were exceptionally well-organized and easy to understand.
<b>Language Usage (grammar and syntax)</b>	Presenter used incorrect sentence structure/syntax that was not appropriate for the topic. Anglicism/slang/reductions were very often (6+ times) used.	Presenter used correct sentence Anglicism/slang/reductions that was mostly appropriate for the topic. A few (1-5)	Presenter used correct sentence structure/syntax that was appropriate in the supporting the topic. No Anglicism/slang/reductions were used.	Presenter used the outstanding and original sentence structure/syntax that supported the topic. No Anglicism/slang/reductions were never used.
<b>Vocabulary</b>	Uses several (5 or more) words or phrases that are inappropriate and not understood by the audience.	Uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	Uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience but does not define them.	Uses outstanding vocabulary for the audience. Defines words that might be new to most of the audience.
<b>Pronunciation + Enunciation</b>	Frequently mumbles OR mispronounces several (6+) key words in the presentation.	Speaks clearly and distinctly most (90-80%) of the time. Mispronounces 2-5 words in the presentation.	Speaks clearly and distinctly all (90-100%) the time but mispronounces 1-3 words.	Speaks clearly and distinctly all (100%) the time and mispronounces no words.
<b>Content</b>	Presentation did not convey development of argument, ideas or point of research.	Development and support of ideas/argument was difficult to follow and understand. Either points	Sufficient development and support of ideas/argument. Most topic points shared were understood.	Strong material. Clear development and support of ideas/argument. Present clearly shared supporting points that appear to be accurate.

		did not sufficiently relate to topic or presenter got off topic.		
<i>Visual</i>	Did not use visual aid OR use of visual aid was ineffective (e.g. not clear or relevant).	Use of visual aid was not clearly effective or supportive of material presented. Only few were clear and relevant.	Effectively utilized a visual aid which improved the presentation of material. Most pictures were clear and relevant.	Utilized visual support that showed considerable work and greatly enhanced the presentation. Pictures and graphics used were all clear and relevant.
<i>Delivery</i>	Presenter was clearly unprepared to present to the audience. Marked lack of eye contact, poor voice volume, tone and pacing. Inappropriate gestures which detracted from the presentation.	Presenter was somewhat prepared. Delivery of the presentation was made but with strong dependence on notes and hesitation. Some eye contact and good voice volume, poor posture, tone and pacing. Some appropriate gestures that supported the presentation.	Presenter was well prepared and delivered ideas with lots of eye contact. Appropriate voice volume, tone and pacing. Gestures supported the overall presentation.	The presenter was very well prepared and delivers ideas in a clear and concise manner, without depending too much on notes. Volume, pacing, and gestures contributed maximally to the presentation. Presenter was poised, dynamic, confident, and established rapport with the audience.
<i>Use of time</i>	Student did not use their time to work productively and efficiently to complete the task effectively. Student was over/under time by more than 3 minutes.	Students had used some of their time to work productively and efficiently to complete the task effectively. Student was over/under time by 2-3 minutes.	Student used most of their time to work productively and efficiently to complete the task effectively. Student was over/under time by 1-2 minutes.	Student had perfectly used their time and work productively to efficiently complete the task effectively. Student presented within $\pm 1$ of the assigned presentation time.